

Inspection report for early years provision

Unique reference number	EY277756
Inspection date	08/03/2012
Inspector	Sally Smith
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2004. She lives with her husband and two adult children in Warrington. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, who attend on a full and part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years register and compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is very warm, welcoming and enthusiastic about her childminding role. She is kind and caring and establishes trusting relationships with children. Positive partnerships are established with parents and information is shared regularly. However, some legal requirements are not being met which potentially compromises children's general care and well-being. The childminder attends training courses to broaden her knowledge and skills to support continuous improvement. However, she does not evaluate all aspects of her provision thoroughly.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure parents are aware of safeguarding procedures, obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child; who has parental responsibility for the child and ensure that parents consent to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)
- 26/03/2012

To further improve the early years provision the registered person should:

- use self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

The childminder is aware of the signs and symptoms of potential abuse and whom to report any concerns to when necessary. She recognises the importance of protecting children from harm at all times. However, some of the legal requirements are not met. The childminder does not share her safeguarding procedures with parents. Information is not sought as to who has parental or legal responsibility for children in her care. Although the childminder has written consent from parents to call an ambulance in an emergency, this does not clarify expectations clearly. For example, it does not state that the childminder will seek any necessary medical advice or treatment as deemed necessary for the child. However, fire drills are regularly practised so that children know how to exit the premises quickly and safely. Children's arrival and departure is accurately recorded at all times. A complaints procedure encourages parents to discuss any concerns with the childminder initially and contact details for the regulator are displayed.

Children feel valued and included. Their photographs are displayed on their 'childminding family' tree which takes pride of place on the wall. Other photographs along with pictures, posters and children's creative talents are much in evidence. This helps children to develop a sense of belonging. Space is well utilised and a range of resources are accessible to children which effectively supports their play. Activities are well planned, interesting and fun. This results in children being happily engaged.

Parents are made to feel welcome. The childminder discusses children's likes and preferences regarding routines, food and favourite toys so that children feel settled. Parents speak positively about the childminder, not just about the care but the support and guidance she provides. Learning journeys and daily diaries provide an insight into their child's time with the childminder. Parents are encouraged to comment in these so that information is regularly shared regarding children's welfare and development. Effective communication is established with other early years settings that children attend so that learning is consistent. Whilst the childminder is not caring for any children who have special educational needs and/or disabilities, she understands the importance of working closely with parents and outside professionals to support children appropriately.

The childminder demonstrates capacity to improve although systems for self-evaluation are not fully robust to ensure that all areas for improvement are effectively identified. The childminder has met all the recommendations made at the last inspection to improve outcomes for children and has attended regular training. She forges close links with other local childminders to share ideas and network.

The quality and standards of the early years provision and outcomes for children

The childminder observes children in their play and assesses the learning taking place, recording the information in learning journals and daily diaries. At the start of their placement, the childminder completes a diary of their first week, sharing this with parents so that she can ascertain children's starting points. This enables her to plan activities that are interesting and fun, resulting in children being able to develop new ideas, concepts and skills. In addition, children's spontaneous play is used effectively by the childminder to build on and consolidate their knowledge and understanding. For example, children role play making tea and are encouraged to work out how many cups are required so that they can all have a drink. They take an interest in size and use a tape measure to observe who is the tallest and smallest amongst themselves, their teddies and dolls and record the information on a height chart. Cake making provides an opportunity to weigh out the ingredients, using both scoops and then scales for a more scientific approach. The childminder ensures that all children are included, for example, when colouring and drawing, older children sit at the table whilst younger children sit alongside in their highchair. Young children develop confidence in expressing their preferences through signs and gestures. For example, children are praised for their creations and are given stickers. The younger child takes the sticker bag from the childminder and decides she wants two stickers; the childminder sticks one on the child's jumper who promptly peels it off and sticks it on her highchair.

Children follow good hygiene routines, cleaning their hands with wipes at appropriate times. Their regular catch phrase of 'catch it, bin it. kill it' means that children know instantly when to wipe their noses and dispose of the tissue in the covered bin provided. Children eat healthy meals, some of which they prepare themselves. They grow vegetables and once these are fully grown, wash them before making vegetable soups and stews. Food is made fun so that children are tempted to eat what is on their plate. For example, they make faces using sliced cucumber as eyes and grated cheese or carrot for hair.

Children learn about road safety and the importance of cars being able to see them before they attempt to cross the road. Well known stories are used to discuss the importance of stranger danger. A range of resources, along with focused activities ensures that equality and diversity is effectively promoted encouraging children to recognise, value and respect each other's differences. The childminder sponsors a child in Ghana so children are learning about the Ghanaian way of life. They know that the child lives in a large one roomed tent with her family with no running water and she does not have access to a doctor or dentist. They learn that this, combined with a limited diet, means the child has poor oral hygiene. Children discuss why they have their own toothbrush at the childminder's house so that they can clean their teeth before their walk to school. Children are encouraged to take turns when speaking and listening and share their toys. They help to tidy away when they have finished with an activity. They attempt to dress themselves, fastening their coats and shoes. All these tasks help to foster children's independence and promote skills for their future learning and development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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